

Whittier State School, Hospital and Receiving Building
(Fred C. Nesses School, Personnel Building)
11850 East Whittier Boulevard
Whittier
Los Angeles County
California

HABS No. CA-2400-A

HABS
CAL
19-WHIT,
3-

PHOTOGRAPHS

WRITTEN HISTORICAL AND DESCRIPTIVE DATA

Historic American Buildings Survey
National Park Service
Western Region
Department of the Interior
San Francisco, California 94107

HISTORIC AMERICAN BUILDINGS SURVEY

WHITTIER STATE SCHOOL, HOSPITAL AND RECIEVING BUILDING
(Fred C. Nelles School, Personnel Building)

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CAL
19-WHIT,
3-

LOCATION: 11850 East Whittier Boulevard
Whittier, Los Angeles County, California
(located on the northeast corner of the Fred C. Nelles
Boys School)

PRESENT OWNER: State of California
California Department of the Youth Authority

PRESENT USE: Not Occupied (condemned) The structure sustained
major earthquake damage as a result of the Whittier -
Narrows earthquake of 1987. Following the
earthquake the building was evacuated and remains
unoccupied.

SIGNIFICANCE: The Personnel Building is located within the Fred C.
Nelles School complex in Whittier California. This
institution is of significant historical value since it
represents early historical attempts to develop an
institution established for the rehabilitation and
training of California's youth.

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History of California's Juvenile Justice System

To understand the contextual significance of this facility a brief historical overview of the California Youth Authority is provided to outline the evolutionary process that led to the present social and institutional climate that describes the current institutional philosophy. The incarceration and rehabilitation of California's youth has undergone many transitions within the California justice system of which the Fred C. Nelles School represents a unique example. Based upon a reform school philosophy dedicated to the principles that young people could be rehabilitated if they were placed in a nurturing environment, the school buildings and grounds were developed architecturally to reinforce a sense of "society" and develop a feeling of social "family."

"The ideal reform school takes these boys, gives them a good common school education; gives them proper, healthful recreation; studies each one; gives each individual the work or trade he seems best adapted for; makes him skillful in that work, implants hope, self-respect and ambition in his heart; and, when he goes out from the school still watches him, aids him, and encourages him. This is no experiment we are asking you to further, aid, and endorse. For a half century these industrial, reformatory homes have been in successful operation in Europe and America. " .. "Everything is done in these schools to make them beautiful, homelike, and to avoid all the attributes of a penal institution and become distinctively an educational institution. Carefully prepared statistics prove that 90 per cent of the pupils in these schools become good citizens." (Board of Trustees report, November 30, 1880).

This school, as well as similar schools within California, was able to remain autonomous competing for state funds against other institutions (there were 58 such units during the early part of this century). This allowed them to remain free to develop independent philosophies, rules and regulations. Their independence changed with the creation of the Youth Authority in 1941 when California became the first state to adopt (with modification) the widely publicized "Youth Correction Authority Act." The implementation of this act gave

the field of juvenile justice the legitimacy and cohesiveness it had lacked within state government. Up to that point the juvenile justice system had been a highly decentralized system where local juvenile court judges remained the single most important actors.

While the creation of the Youth Authority (CYA) in itself was notable, its newly increased range of activities in conjunction with its statutory mandated authority enabled the CYA to establish its influence over the various existing institutions through standardized incarceration policies, procedures and budgetary controls. It presently serves as the hub of the state's youth correctional system: diagnosing, classifying, and prescribing appropriate treatment for youthful offenders referred to it by juvenile and criminal courts. Working closely with courts, detention homes, police, diverse local agencies and civic groups the CYA endeavors to prevent future youth crime at its source.

The Youth Authority provided leadership in the late 1950s, 1960s, and early 1970s by developing experimental programs to test new rehabilitative ideas. Research was conducted to evaluate the merits of prior operational programs and develop innovative new procedures and activities for the wards. In addition, programs external to the department were developed involving community-based treatment and prevention services. These included subsidizing local probation services, diversion, and youth services bureaus. These experiments provided early, suggestive empirical evidence regarding possible alternatives to institutional care, and they received widespread national attention. Yet another example of innovations in California which anticipated and served as models for reform elsewhere was the major revision--the first since 1915--of the state's juvenile court law in 1961. This new law limited the use of detention as a deterrent, modified police discretion in the handling of juveniles, and most notably, provided a right to appointed counsel. These changes had the effect of significantly formalizing juvenile hearings.

Perhaps the greatest change in institutional philosophy occurred in response to federal mandates on status offenders. In 1977 AB 3121 substantially removed status offenders from juvenile court jurisdiction and stiffened the penalty structure for juvenile criminal offenders. This act significantly altered the course

of the California Youth Authority by placing greater emphasis on public protection.

Paralleling the innovations in governance and programs in juvenile justice in California were changes in fiscal policy. In the late 1940s, largely because of Youth Authority population pressures, the first state correctional subsidy to local government helped fund county juvenile probation camps. In 1961, a subsidized camp construction program began. Over \$50 million in state funds was paid to counties in these two programs before they were superseded by the County Justice System Subvention Program (CJSSP) in 1978.

In 1965, the Legislature authorized a subsidy for counties for intensive probation supervision. In the next 12 years, \$175 million was "reimbursed" to counties for adult and juvenile programs specifically targeted as alternatives to state confinement. Commitments declined as state fiscal pressure mounted. The value of subsidies was further reduced from inflationary pressures and funding was not increased. Counties grew disenchanted with the programs even as law enforcement, referring to "blood money", assailed the notion of state payments to keep offenders in localities.

In 1978 the Legislature approved the County Justice System Subvention Program (CJSSP) to replace the Juvenile Camp and Probation Subsidy Program. This provided funding for a wider variety of programs, including law enforcement. Greater emphasis was placed on public protection, but there was still a performance factor, whereby counties could not increase commitments to the Youth Authority. Also funded was the implementation of AB 3121, for some non-incarcerate services for status offenders that counties were required to provide.

Within 5 years (1983) CJSSP moved from its performance-based commitment criteria to a per capita block grant program. In 1990 the \$67.3 million CJSSP was reduced to \$34.3 million in response to the state's fiscal crisis. Then, in 1991 the surviving CJSSP funds and delinquency prevention funding, along with others, were moved to county control as part of the major realignment to the Sales Tax Account, Social Services Sub account. In addition to these state correctional subsidies to local government, periodically other construction funds

for local juvenile facilities have been provided through bond funds. Propositions 52 and 86 both provided state matching local funds to build or remodel county juvenile halls and county probation camps. Proposition 86 also provided construction funds for youth centers and youth shelters, to be operated by government or private agencies providing delinquency prevention programs and services to runaway and homeless youth.

Youth Authority innovations continue in the 1990s. Some of these have generated national attention for their unique approaches and innovation. These include the Free Venture program (developing opportunities for private business to operate within the facility by employing youth labor), victim policies and programming, educational reform, parenting program, sex offender treatment, drug and alcohol abuse treatment, the boot camp program as well as specialized intensive caseloads for parolees with special needs. Innovations in health care, particularly in dealing with communicable diseases such as tuberculosis are also taking place.

Most recently, in 1993 Governor Wilson's administration endorsed AB 799 which provides state financial assistance to counties for the cost of operating probation camps for appropriate juvenile offenders. Included in the 1993-94 Budget Act was \$33 million for this purpose, and a like amount is in the 1994-95 proposed Governor's Budget.

Thus, key elements of the history of the Youth Authority and the juvenile justice system in California include a policy focus at the state level, innovation, interdependence between the Youth Authority and probation departments, and modification of the system commensurate with crime and delinquency trends, fiscal resources, and public opinion.

HISTORICAL PHILOSOPHICAL INFORMATION LEADING TO THE FOUNDING OF THE WHITTIER SCHOOL

On February 2, 1889, the "State Reform School for Juvenile Offenders" was established by the California State Legislature for the "discipline, education, employment, reformation and protection of juvenile delinquents." This school was the first of its kind in the State. The location in Whittier was chosen due to

the large donation of land by the Pickering Land and Water Company that was attempting to pull the town out of the depression of 1890 and establish a financial base for the small community. The school was divided into two areas, one for girls and another for boys. They were segregated in opposite sides of the grounds in order to minimize communication between the sexes. This arrangement was terminated in 1916 when the girls unit was moved to their newly established quarters at the Ventura State School for Girls in the City of Ventura. In July 1891, the institution was opened for occupancy with a population of 253 boys and 53 girls. The opening of the Whittier School ended the sentencing of juvenile delinquents to the state prisons at Folsom and San Quentin. The young men and women were addressed as "Cadets". The institution provided for the "instruction and training of young men and young women," (Board of Trustees report, November 30, 1890).

Legislation was almost immediately proposed by the school to change the name of "Reform School, for Juvenile Offenders" to "Whittier School of Trades and Agriculture," thus "removing the stigma of the word "reform" from the pupils. The recommendation was considered favorably and ultimately led to a change in the name.

"I am heartily in favor of the recommendation which your honorable Board made two years ago in regard to a change in a name of the school. This was never impressed upon me so forcibly as after the school opened to see the little fellows trying, in writing home, to get a piece of paper to write on that did not bear the awful name of the school, State Reform School for Juvenile Offenders," Governor R. W. Waterman.

The institutional philosophy of this facility was the "recognition of the need for more humane method of "reform" in all its connotations." In an attempt to minimize the social impact of the institution the California Legislature was finally persuaded to change the name of the school to "Whittier State School" in 1893. The purpose of the school continued to remain principally as an institution for discipline and reformation of the wards. However, in 1921 the rehabilitation philosophy shifted dramatically towards rehabilitation and resocialization. It was felt that the behavior of the wards could be modified provided they were

rehabilitated early in their lives and if they remained segregated from the older felons. This shift was championed by Mr. Fred C. Nelles, Superintendent at that time. He persuaded the legislature to enact language stating:

"There shall be established and maintained in this state a junior state school, and educational institution for boys who are in need of the education, training, care supervision and moral development therein provided."

Thus the word "reform" was dropped from all reference to the institution and the wording more adequately portrayed the true role of the school.

In 1912 the legislature discontinued the girls' department at Whittier and authorized the establishment of the Ventura School for Girls in 1916.

"Ever since the establishment of the Whittier State School, it has been apparent to those most interested that the propositions of reforming girls, and reforming boys were entirely separate and distinct. The boys are sent there because, through birth and surroundings they have shown a tendency to steal or fight, or burn, but girls are incarcerated because they have been of easy virtue, due to influences around them. Many of these girls and boys have had too intimate associations with each other before being sent to the institution, and no matter how strict the discipline, and how thorough the watchfulness, they will find out about the proximity of each other in one way or another, communications will be had between each other, and it naturally causes an unhealthy feeling of unrest and excitement...It will be greatly to the benefit of both boys and girls to have them in an entirely different locality, where neither the girls themselves, or the officers ride on the same trains with the boys or the officers of the boys, or have communication in any way with each other."

This marked the end of coeducational training at the facility.

During Fred C Nelles' tenure several important reforms in the administration and function of the Whittier State School were enacted: (1) the revision of the Juvenile Court Act in 1915, thus removing the more hardened youths from those more impressionable. This act made it mandatory for boys over 16 years of age to be committed to The Preston School of Industry. Prior to that time, Whittier had accepted boys of all ages between 7 and 20. In addition the "loss of privilege" method of discipline was substituted for the older and typically "penal" methods;

"...while we are claiming to reform boys we want to be sure that no boy, by contamination with other wards than himself, becomes morally injured instead of being reformed."

Following the death of Fred C. Nelles, Kenyon J. Scudder was appointed Superintendent. His administration adopted a vocational plan that reached its climax of development in 1931. During his tenure the vocational arts were emphasized as a means for rehabilitation. Metal work, brick manufacturing, carpentry and farming were stressed as a means for developing the necessary skills for reentering society.

In 1933 Judge E. J. Milan was appointed superintendent of the school. During his administration he inaugurated the Placement Cottage and Placement Breakfasts. These programs were attempts to resocialize the wards through the development of social skills deemed necessary for reintegration into society.

When Judge E. J. Milne resigned in April 1941 there followed a period in instability, uncertainty and lowered morale for both boys and employees, which ended after about a year, during which six different men served as Superintendent. In 1941 the Legislature again changed the name of the school to the "Fred C. Nelles School for Boys." This was in recognition of the most influential and dynamic administrator in the history of the school.

In part, due to the legislation that had created the Youth Authority in July 1942 the Personnel Board furnished a civil service eligible list from which the Director of Institutions selected the new superintendent. Mr. Paul McKusick was appointed superintendent on July 3, 1942, following two and one half months as

the Institution Representative of the newly formed Youth Correction Authority. In 1943 the State Legislature passed a measure removing the Whittier State School, (along with the two others), from the jurisdiction of the Department of Institutions and placed them under the Youth Correction Authority of the California Youth Authority. This shift created a unified policy that dramatically shifted the philosophical direction from rehabilitation to the current mission of the Youth Authority:

...to protect the public from criminal activity by providing education, training, and treatment services to youthful offenders committed by the courts; assisting local justice agencies with their efforts to control crime and delinquency; and encouraging the development of state and local programs to prevent crime and delinquency.

HISTORICAL INFORMATION - CONSTRUCTION OF THE WHITTIER SCHOOL

On March 11, 1889, The Governor of California, R. W. Weatherman appointed under Act of The Assembly and Senate, a Board of Trustees to establish a State Reform School for Juvenile Offenders. Under their auspices they accepted a donation of forty acres of land on the Southern Pacific Railroad, adjoining the Quaker village of Whittier, thirteen miles from the city of Los Angeles. They also bonded, subject to the action of the State Legislature, one hundred and twenty acres of land adjacent to the above mentioned forty, at \$200 per acre. This additional land was allocated for fruit growing, vegetable gardening, stock raising, dairying, and the care of poultry. In addition to developing skills for the pupils they were to produce much of the food necessary for the school.

During this period the dominant philosophy for reform schools was being established in the more populous eastern part of the United States. Consequently the facility architect and design committee was dispatched, to tour the most prominent eastern facilities. Following this research preliminary architectural program and plans were developed and approved by the Governor. These documents were subsequently assigned to the Department of Engineering for the development of construction documents.

The facility design was predicated upon an agricultural environment. This environment was to serve as both a teaching vehicle as well as provide the majority of food requirements for the institution. The initial thrust of the building program was the construction and development of all of the necessary agricultural buildings and lands for food production. The construction of these buildings and facilities preceded the arrival of the cadets which was in full swing when the first wards arrived. The institution developed as follows:

1. "A large barn, containing rooms with hot and cold water and all conveniences for the residence of the farmer and the workers, cow sheds, corral, and poultry sheds. The whole ample size for the institution when it assumes active work."
2. "Conservatory for trees and plants for the orchard and garden, with room for garden tools and implements."
3. Residence for gardener. "A comfortable frame building."
4. Three-story brick power house and trades building. This building contained equipment for teaching blacksmithing, carpenter shop, paint shop and a print shop on the third floor.
5. A ten room cottage for girls.
6. "The Administration Building, four stories and basement with a large eight story tower, of brick and stone two hundred and four feet long and one hundred and six feet deep. This building was the primary structure for the facility and contained all of the administrative operations as well the boys dormitories, kitchen, chapel, classrooms and military training facilities." In 1913, fire destroyed the building. The damage was extensive and the building was subsequently demolished in 1920. Today, the cornerstone lies in front of the new administration building.

On July 1, 1891, 253 boys and 53 girls were assigned to the school. The principal causes for commitment of these initial cadets were as follows:

"Incorrigibility, 42 percent; vagrancy, 17 percent; petty larceny, 14 percent; grand larceny, 3 percent; burglary, 14 percent; the other 10 percent being for numerous causes and offenses."

"This would indicate the majority of the pupils were not here on account of actual crimes committed. Many of these reasons were beyond their own influence or control. Poverty, broken homes, alcoholic parents, lack of supervision, defectives, emotional maladjustment's and lack of recreational facilities all have a destructive influence on the lives of immature, growing children. It is neither just, accurate, nor wise to say that because a child is arrested by the police, his is delinquent. The causes of delinquency are deeply rooted into our community patterns. They are so inter-twined that it is difficult to know which of the myriad influences in the child's life have weighed most heavily in causing him to misbehave." (Report of Board of Trustees, Nov. 30, 1980).

During the initial operation of the facility there was a pronounced emphasis upon providing education in the prevailing trades. This training commenced in the afternoons after morning classes and included tailoring, printing carpentry, electrical engineering, laundering, blacksmithing, painting, farming and brick making. The brick making ultimately developed into a very successful endeavor and the school was able to manufacture brick at one third the cost of the open market. While no direct evidence exists this brick was thought to have been employed in the construction in the new buildings within the facility since it was felt that: "Our success in this line will lessen the cost of future buildings."

HISTORY OF THE HOSPITAL

As the facility began to expand the need for a fully equipped hospital on site was recognized and development of construction documents for a hospital was subsequently authorized by the state legislature. In the Biennial Report of Trustees of June 3, 1896 a request for a "detached hospital building," was made. "Taking, as we do, children from all points in the State, and from every condition in life, the danger of having imported into our midst diseases of a contagious

character is constant." The Department of Engineering, Sacramento, completed the necessary construction documents In October 1914.

Prior to the construction of the Hospital/Reception Building the institution hospital was located in the attic on the fifth floor of the main building. The facility was primitive and inadequate. The building lacked an elevator and did not provide a fire escape. Later, hospital work was carried on in a one-room frame shack; the operating-room was located in the kitchen of the honor cottage, which had been fitted up for that purpose. The sterilizing apparatus consisted of a copper kettle and a gas-burner. In spite of the scanty equipment strictest asepsis was achieved, as evidenced by the lack of infection and normal convalescence of the patients.

All records describing the history of construction have been lost. The surviving information consists of the construction documents and the biennial reports submitted to the state legislature by the facility. The building was originally designed to serve as the hospital and dental facility for the institution. Between 1915 and 1929 the hospital was headed by a resident physician (who was provided quarters in the building) and a psychiatrist. In addition four nurses provided continuous services in the facility. A staff psychologist conducted required psychological evaluations and mental tests as well as counseling work. The department was responsible for the physical and emotional well-being of the boys and was required to make all necessary examinations and psychological therapy. The dental clinic provided for regular as well as emergency services for the wards. In 1929 these functions were shifted to a new infirmary near the eastern boundary. This was due in part to the advances necessitated by new medical related requirements pertaining to building construction and aseptic requirements as well as locating the building within the security fence of the institution.

The surviving drawings describe a two story building with a small partial basement. Either during or prior to construction the partial basement was expanded to the full perimeter of the building. The depth of the basement was increased to develop a seven foot ceiling height. Documents describing this change have been lost and are not available for this report. The earth at the west wall was excavated to the floor level of the basement exposing the entire

west wall. The fenestration module in this area is repeated from the floors above. The basement drawing has a note indicating that the drawing has been superseded but drawings showing a revised structural section and plan have been lost and are not available. The existing building is two stories with a full basement.

Between 1929 and 1936 the building was considered surplus and generally used as overflow for staff requirements and programs. Very few records of this period exist. In 1936 the building was converted to its final configuration as staff personnel quarters. It continued in that capacity until evacuated following the Whittier-Narrows earthquake.

The building sustained significant structural damage as a result of the Whittier-Narrows earthquake during October 1987. The local seismicity in this region is dominated by the Whittier-Elsinore fault which is located less than one mile from the site and produces the highest levels of ground shaking. The Whittier fault and its southern extension, the Elsinore fault zone, are active, right-lateral, strike-slip faults within the San Andreas fault system. The epicenter of the Whittier-Narrows earthquake was located approximately ten miles northeast of downtown Los Angeles. Review of the strong-motion data from the Whittier-Narrows earthquake indicate that, ground accelerations occurred at the site. Seismic analysis indicates that the probable reason for the foundation failure was due to the partial or total loss of apparent cohesion under dynamic loading. The differential settlements observed were due to a localized shear failure of the foundation bearing soils. The building foundations settled one to three inches relative to the adjacent floor slab.

ARCHITECTURAL INFORMATION

A. Architectural Character of the Facility

The general character of the facility was intended to reflect a low scale deinstitutionalized quality commensurate with prevailing rehabilitation philosophy of that day. The facility emphasized rehabilitation through behavior modification based upon education, hard work and a nurturing environment. This philosophy was translated into the architecture of the

complex. The buildings were designed to a "human scale" and consisted of small bungalows surrounded by open grounds that were cultivated with row crops and stables for farm animals. As a result the architecture of the buildings reflected this quality. The exterior as well as the interior attempts to establish a sense of community and "family."

The architecture of the facility reflects an "Old World" eclectic style borrowing heavily from traditional English country houses and French provincial styles and characteristics. Because of the emphasis on vocational training of the facility there is a strong indication that cadet labor was employed in the construction and almost certainly the bricks used in the construction were manufactured at the school.

B. Description of Exterior

1. Overall dimensions:

The building is a two story structure with a full basement fully exposed on the west side. The overall configuration is rectilinear; 32 feet in width and 133 feet 6 inches in length.

2. Foundations:

Continuous exterior steel reinforced concrete footing with steel reinforced concrete spread footings in the interior. The footings support continuous columns of typical "post and beam" building framing. During construction the footing depth was increased to allow for the development of a full basement in order to take advantage of the earth depression created by the small knoll at the rear of the structure. This change created a full basement. Plans and specifications for this modification are not available and it may have occurred as a "Field Change."

3. Walls:

Typical exterior walls are 13 inch structural reinforced masonry bearing walls. The walls are reinforced with no. 4 bars horizontally and vertically at 24 inch centers. The brick is a standard module typically laid in a "running bond" pattern. Indications are that the

brick was manufactured on site by the cadets as part of the rehabilitation program.

4. Structural system, framing:

The structural system of the first and second floor is a cast in place concrete "post and beam" system with girders located transverse to building's long axis with beams located perpendicular to girders. The floor slabs are 3 1/2 inch steel reinforced concrete. The ceiling system of the second floor is concrete beam and girder with a 3 inch concrete slab. The second floor corridor ceiling system is of 2x6 wood framing with lath and plaster system. The roof structure is 2x6 wood platform framing with wood decking over.

5. Porches:

The front facade of the building is centrally balanced about the building's centerline. A single story entry porch is located coequally about the centerline of the building. The porch roof is supported on nine hollow wood columns at the forward edge of the eaves and attached to the building at the rear. The porch at the main entrance has been incorporated into the building design to establish and celebrate the primary entrance. This porch functioned as the primary separation point between the dormitory area and the hospital receiving entrance. The roof of the porch is pitched at the standard building roof slope and covered with clay tile.

A porch of similar architectural detailing was incorporated at the rear of the building. The roof of this porch is flat and level with the third floor and functioned as sun deck for the third floor occupants. Emergency egress from the deck is provided by means of an exterior mounted spiral staircase.

6. Chimneys:

The building contains two large individual chimneys located coequally about the center of the building. This amenity is consistent with the school's philosophy of the period for developing

a nurturing family environment for the wards. Their function was both aesthetic as well as functional. They provided supplemental heating as well as creating an intimate environment in the sitting areas for the cadets. The north chimney is located within the small apartment reserved for the facility medical doctor.

The architecture of the chimneys is very plain and lacks the ornate quality developed for other buildings within the facility. Their purpose was functional rather than ornamental.

7. Openings:

a. Doorways and Doors:

The primary entrance doors into the building are located equidistant from either end of the entrance porch. One door leads into the medical suites at the north end and into the boys dormitory at the south end. While the front porch establishes the primary entrance to the building the doors have been deliberately tucked into concealed alcoves at either end and hidden from direct frontal view. The doors incorporate "floating panel" construction and reflect a common utilitarian appearance.

Two secondary entrances are located at both ends of the building. The south door is located directly off a small raised exterior porch leading directly into the Boy's Living Room. The north door opens into a small screened porch utilized as a "mud room" for the resident physicians suite.

The predominant characteristic of these entrances is that their presence was deliberately minimized. This is reflected both in their relative location in the building and in their lack of ornamentation.

b. Windows and shutters:

Windows are wood double hung with insect screen on the outside. Windows are either 6x6 or 9x9 lite double

casements with 4 lite casement at secondary entrance doors at south end. At the stair towers at the lower window section there are two 8 light double casements windows with a 4 lite double casement window at the transom.

8. Roof:

a. Roof:

The roof is a combination of hip and gable with the exception of the shed at the front porch. Roofing material is six inch red mission tile over one inch tongue and groove sheathing.

b. Roof soffits:

Soffits are stucco with integral ventilation screens placed at 8 foot on center.

C. Description of Interior:

The building sustained substantial earthquake damage and several areas are inaccessible due to structural safety concerns. Substantial modification of the interior was performed when the building was converted from the hospital to personnel quarters. These areas were further modified over time and all records of these modifications have been lost. Records of the construction documents describing the original building plans are available and have been included with this report. These plans describe the interior arrangements as follows:

1. Floor plans:

a. First Floor:

Entrance to the first floor was from either end of the large porch located on the east side of the building. The entrance doors are tucked into entrance alcoves within the two stair towers located at the front facade of the building. The

entrances are similar and coequally defined. Entrance is into a small stair foyer directing the visitor to the upper levels or to the ground level suites. On the first floor visitors were directed either to the first floor of the boys dormitory or to the resident physicians quarters, both of which are connected by a short series of stairs down to the ground floor level or to the stairs leading to the second floor. The first floor is recessed 18 inches below the porch level and is connected by a series of three steps.

The functional plan of the first floor was divided into two distinct areas. The north end was developed into the medical examination area that included the private quarters of the resident physician. These included the examination rooms, dental facilities and psychological laboratory.

The south end contains the boys living quarters. The original construction documents describe the toilet facilities adjacent to the boys living room and dormitory but when the decision to excavate the full basement was made the toilet room was relocated to the basement. The officer's sleeping quarters with private toilet facilities and assembly room is also located within this area.

Inclusion of the basement under the first floor created a circulation problem with the first floor stairs that was never addressed within the overall circulation context of the building. With the exception of a small access stair leading down to the restrooms, access to rooms located within the basement is through individual exterior doors. This program change would have required substantial changes to the construction documents. There is no indication that revised construction documents describing the full basement were ever developed and the assumption is that this change was instituted as a field change and implemented during construction. As a result the building design program was

not revised and the two stairs linking the first floor with the second floor were not integrated into the overall functional relationship that include the basement.

b. Second Floor:

The second floor contains the full compliment of the hospital functions. These include the operating room, isolation rooms, ward and kitchen.

c. Basement:

The building is sited longitudinally along a gentle linear knoll. The building footings were designed to elevate the first floor and the front building elevation to the high grade of the slope. The rear of the building is on the low edge of the slope. The original intent was to provide heating equipment in a small basement room in the southwest corner of the building. The remainder of the space under the first floor provided a convenient crawl space. Prior to construction the decision to fully excavate for a basement was made, but documentation concerning this change are no longer available. There is some indication that this change was proposed following the completion of the construction documents since the building program was not revised to take advantage of this additional space. The basement was divided into six individual rooms with access for each room directly from the exterior.

d. Stairways:

There are two primary stairs located in individual stair towers protruding out from the front facade. These stairs link the first floor to the second floor. Construction of the stairs is cast in place concrete with a mortar finished surface. The finish plaster has a stamped patterned concrete finish at the treads and landings. The stair bulkhead is also cast in place and has a continuous finished wood cap terminating at the upper floor landing.

In 1936 the building was reconfigured to staff personnel quarters. Small residence quarters with communal kitchens and toilet facilities were developed on both the first and second floor. The basement remained vacant and was designated surplus space and utilized for non-secure storage. The building remained in this use until damaged by the Whittier-Narrows earthquake of October 1987 at which time the building was subsequently condemned.

PART III. SOURCES OF INFORMATION

A. Original Architectural Drawings

Construction Documents are available at the Department of the State
Architect, Sacramento, California

B. Bibliography

Biennial Reports prepared by Fred C. Nelles School for Boys available at
the California State Library, Archive Branch, Sacramento, California.

1891-1991, The First Hundred Years : Prepared by Fred C. Nelles
School, California Youth Authority, Whittier, California 1991.